“ROLE OF PHYSICAL EDUCATION IN MODERN EDUCATION SYSTEM AND ITS IMPACT ON THE ACADEMIC ACHIEVEMENT OF STUDENTS.AN ASSESSMENT OF SECONDARY SCHOOL STUDENTS.”

SYNOPSIS

Submitted to the Swami RamanandTeerthMarathwada University, Nanded

for the Degree of Doctor of Philosophy in Physical Education

Under the Faculty of Physical Education

By

FARHATH HAMID

RESEARCH SUPERVISOR

DR.Vinod N. Ganacharya

Director of Physical education,

B.Raghunath college,Parbhani 431 401

(Maharashtra)

Swami RamanandTeerthMarathwadaUniversity, Nanded (Maharashtra)

TABLE OF CONTENTS

Sr. No.	Chapter	Page No.
I	**INTRODUCTION**	**03-11**
	Introduction	03-7
	Statement of the problem	08
	Significance of the Study	08
	Purposes of the study	08
	Hypothesis	09
	Delimitations of the Study	09
	Limitations Of the study	09
	Definition & Explanation of terms	10-11
II	**REVIEW OF RELATED LITERATURE**	**12-15**
III	**METHODOLOGY**	**16-18**
	Source of data	16
	Selection of subjects	16
	Sampling Method	17
	collection of data	17
	development of questionnaire	17
	Pilot Study	18
IV	**BIBLIOGRAPHY**	**19-20**

CHAPTER I

INTRODUCTION

Man is a social animal and the primary distinction from other animal is his ability to learn. He has been endowed with intelligence which enables him to modify his animal tendencies in accordance with the demands of the environment and the society. It is, however, the education which enhances his intelligence and capabilities so as to ensure proper progress in life. Education is a process which enables a man to acquire knowledge through conductive attitude, which is essential for being a human being.

"Education is a process in which and by which knowledge, character and behaviour of the young are shaped and moulded".

It is a constructive process leading no enlightenment and development of all the aspects of an individual's personality i.e. physical, mental, emotional, social intellectual and spiritual. To sum up, education leads to his integrated, balanced and all-round development, making him civilized, mature and responsible member of the society possessing dynamic personality.

For a primitive man, food, shelter and clothing were his primary needs. These needs, however, increased with the progress of the society and among others education, health, recreation etc. come to be added in this growing list. These human needs can be classified into biological, sociological and psychological aspects of life. Man has made a great progress in fulfilment of all these needs and education has played a great role in the ever continuing process of evolution of man from being primitive to the present, cultured and civilized human being.

“Education is the process of living through a common reconstruction of experiences. It is the development of all those capacities in the individual which will enable him to control his environment and fulfil his possibilities”.

Barrow and McGee have defined education as “a change, a modification or an adjustment on the part of an individual as a result to experience”.

In broader sense education is a lifelong process, life itself being a school, and includes all the areas that influence our life e.g. home, social institutions, media, playgrounds and environment etc. which influences and moulds the character and personality of a person. In this broader / wider meaning education is not limited to educational institutions along or to specific period of life, rather this process is indirect and incidental. The process of education starts from the birth and continues till the end of life.

“Education in its wider sense includes all the influences which fall upon an individual during his passage from cradle to the grave”. **Dumvile**

During this whole span of life a person learns from his parents, elders, home environment, friends, associates and other members of society. Apart from these, a man learns many things by indulging in various types of activities and even by observing other. **Ajmer Singh (2008),**

Education in its general sense is a form of learning in which the knowledge, skills, values, beliefs and habits of a group of people are transferred from one generation to the next through storytelling, discussion, teaching, training, and or research. Education may also include informal transmission of such information from one human being to another. Education frequently takes place under the guidance of others, but learners may also educate themselves (autodidactic learning).Any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. **Dewey, John**

(1916/1944). Education is commonly and formally divided into stages such as preschool, primary school, secondary school and then college, university or apprenticeship. The science and art of how best to teach is called pedagogy.

A right to education has been recognized by some governments. At the global level, Article 13 of the United Nations' 1966 International Covenant on Economic, Social and Cultural Rights recognizes the right of everyone to an education. **Assmann, Jan (2002),** Although education is compulsory in most places up to a certain age, attendance at school often isn't, and a minority of parents choose home-schooling, sometimes with the assistance of modern electronic educational technology (also called e-learning). Education can take place in formal or informal settings.

Etymologically, the word "education" is derived from the Latineducio ("A breeding, a bringing up, a rearing") from educo ("I educate, I train") which is related to the homonymeduco ("I lead forth, I take out; I raise up, I erect") from e- ("from, out of") and duco ("I lead, I conduct").

Education began in the earliest prehistory, as adults trained the young in the knowledge and skills deemed necessary in their society. In pre-literate societies this was achieved orally and through imitation. Story-telling passed knowledge, values, and skills from one generation to the next. As cultures began to extend their knowledge beyond skills that could be readily learned through imitation, formal education developed. Schools existed in Egypt at the time of the Middle Kingdom. **Geoffrey Blainey;(2004).**

Physical education (often abbreviated Phys. Ed., P.E., or PE) or gymnastics (gym or gym class) is an educational course taken during primary and secondary education that encourages psychomotor learning in a play or movement exploration setting to promote health.**Anderson, D. (1989).**

Physical education trends have developed recentlyto incorporate a greater variety of activities besides typical sports. Introducing students to

activities like bowling, walking/hiking, or Frisbee at an early age can help students develop good activity habits that will carry over into adulthood. Some teachers have even begun to incorporate stress-reduction techniques such as yoga, deep-breathing and tai chi. Tai chi, an ancient martial arts form focused on slow meditative movements is a relaxation activity with many benefits for students. Studies have shown that tai chi enhances muscular strength and endurance, cardiovascular endurance, and provides many other physical benefits. It also provides psychological benefits such as improving general mental health, concentration, awareness and positive mood. It can be taught to any age student with little or no equipment making it ideal for mixed ability and age classes. Tai chi can easily be incorporated into a holistic learning body and mind unit. Teaching non-traditional sports to students may also provide the necessary motivation for students to increase their activity, and can help students learn about different cultures. For example, while teaching a unit about lacrosse (in, say, Arizona, USA), students can also learn a little bit about the Native American cultures of the Northeast and Eastern Canada, where lacrosse originated. Teaching non-traditional (or non-native) sports provides a great opportunity to integrate academic concepts from other subjects as well (social studies from the example above), which may now be required of many P.E. teachers. The four aspects of P.E. are physical, mental, social, and emotional.**Pangrazi, Robert (2007)**

Another trend is the incorporation of health and nutrition to the physical education curriculum. The Child Nutrition and WIC Reauthorization Act of 2004 required that all school districts with a federally funded school meal program develop wellness policies that address nutrition and physical activity. While teaching students sports and movement skills, P.E. teachers are now incorporating short health and nutrition lessons into the curriculum. This is more prevalent at the elementary school level, where students do not have a

specific Health class. Recently most elementary schools have specific health classes for students as well as physical education class. With the recent outbreaks of diseases such as swine flu, school districts are making it mandatory for students to learn about practicing good hygiene along with other health topics. Today many states require Physical Education teachers to be certified to teach Health courses. Many colleges and Universities offer both Physical Education and Health as one certification. This push towards health education is beginning in the intermediate level, including lessons on bullying, self-esteem and stress and anger management.

Incorporating local indigenous knowledge into physical education can lead to many meaningful experiences and a way of learning about other cultures. For example by incorporating traditional knowledge from varying indigenous groups from across Canada students can be exposed to a many concepts such as holistic learning and the medicine wheel. A unit could be focused on connecting to a place or feeling while outdoors, participating in traditional games, or outdoor environmental education. These types of lesson can easily be integrated into other parts of the curriculum and give Aboriginal students a chance to incorporate their culture in the local school community. Studies have been done in how physical education can help improve academic achievement. In a 2007 article, researchers found a profound gain in student's English Arts standardized testing students who had 56 hours of physical education in a year compared to like students who had 28 hours of physical education a year.**Trembarche P(2007).**

STATEMENT OF THE PROBLEM:

While going through the literature available in the library and the discussion with the faculty members in relation with the topic, the research scholar has under taken the study stated as **"Role of physical education in modern education system and its impact on the academic achievement of students. An assessment of secondary school students."**

SIGNIFICANCE OF THE STUDY:

1. This study will help to spread the aims and objectives of the physical education programme in schools.
2. The study will be helpful to detach the misunderstanding about the physical education.
3. This study will be helpful for the further study regarding support in future.
4. This study will help to give knowledge and awareness of students about participation in various sports games.

PURPOSES OF THE STUDY:

The allied objectives of the study are as under:

1. To find out the role of physical education in secondary schools.
2. To find out the role of physical education in modern education system.
3. To find out the impact of Physical Education on the academic achievement of students.
4. To find out the impact of Physical Education on the Emotional Intelligence of Students.
5. To find out the attitude of students, parents and school management regarding Physical Education.

6. To know the awareness of the secondary school students about the physical education.

HYPOTHESIS OF THE STUDY:

On the bases of available literature and discussion with experts as well as the research scholars own understanding, It is hypothesized that:

H1. There will be significant relation between physical education and academic achievement of student.

H2. There will be a positive impact of physical education on emotional development of students.

H3. There will be significant relation in academic achievement and emotional development among students of school having physical education as a subject with those of not having physical education as a subject.

H4. There will be positive attitude of school management towards introduction of physical education as a subject in schools.

H5. There will be negative attitude of parents towards introduction of physical education as a subject in schools.

DELIMITATIONS:

In keeping the constraint, duration available to the researcher following will be considered as the delimitations of the study.

1. The study will be delimited to secondary school students of district Nanded in Maharashtra.

2. The study will be delimited to student of school having physical education as a subject and those of not having physical education as a subject.
3. The geographical area will be delimited to only district Nanded in Maharashtra.

LIMITATIONS:

Following was considered as the limitations of the study:

1. The living standard of the subject will not be considered.
2. No specific motivation technique will be used while filling the questionnaire.
3. In this study cast, religion of the students will not be considered.
4. Family background of the students will not be considered.
5. In this study sex of the students will not be considered.

OPERATIONAL DEFINITION:

PHYSICAL EDUCATION:

"Physical education is an integral part of total education process, is a field of endeavor which has as its aim the development of physically, mentally, emotionally and socially fit citizens through the medium of physical activities which have been selected with a view to realizing these outcomes."**C.A. Boucher**

"Physical education is that part of the general education programme which through the medium of big muscles activities is concerned with the growth, development and education of children. It is education of the whole

child by means of physical activates. Physical Activities are the tools. They are also selected and conducted to influence every aspect of child's life, physically, mentally, emotionally and morally."**Harry Crow Buck.**

EDUCATION:

"Education means bringing out of the ideas of universal validity, which are latent in the mind of every man" **Aristotle**

"A perfect man making should be the objective of all kinds of education. Education, with the help of which character can be formed, strength of mind can be increased and intellect can be expanded should be taught." **Rabinder Nath Tagore.**

"Education which can draw out and stimulate the spiritual, intellectual and physical faculties of the children should be considered a true education." **Mahatma Gandhi.**

SECONDARY SCHOOL:

A secondary school is a school which provides secondary education, between the ages of 11 and 16 or 11 and 18, after primary school and before higher education.

CHAPTER II

REVIEW OF RELATED LITERATURE

Dryden EM,(2014). Conducted the study that, “Individuals with disabilities experience higher rates of abuse than the nondisabled. Few evidence-based prevention interventions have been published despite a need for such work. This study evaluated that the Ability, a safety and self-advocacy training for individuals with cognitive and/or physical disabilities. The method of the study is that ,A quasi-experimental design was used to assess change in safety and self-advocacy knowledge, confidence, and behaviors among special education high school students in Boston, MA. Instruments were interviewer-administered at 3 time points. Analysis of covariance (ANCOVA) was used to compare change between the intervention (N = 21) and wait-list (N = 36) groups. Repeated measures analysis was used to test change in the complete sample (N = 57). The result comes out that the Students were diverse (58% males, 82% non white) with a range of disabilities. Significantly greater improvement in key outcomes, including safety and self-advocacy knowledge, confidence, and behavior, were observed in intervention students compared to the wait-list group. Results in the complete sample showed evidence of further improvements in students' sense of safety and general self-efficacy. These findings are encouraging given the effects were demonstrated in a heterogeneous urban population.

Carson RL,et,al. (2014), investigated that, “A quasi-experimental cluster-controlled design was used to test the impact of comprehensive school physical activity program (CSPAP) professional development on changes in school physical activity (PA) offerings, moderate-to-vigorous physical activity (MVPA) and sedentary behaviors of 9-14year-old children during school. Two groups of Louisiana elementary and middle school physical education teachers

(N=129) attended a CSPAP summer workshop (95 in 2012=intervention, 34 in 2013=control) and were assessed on school PA offerings (teacher-reported; pre, mid, and post). During the 2012-2013 school year, intervention teachers received CSPAP support while implementing new school PA programs. MVPA and sedentary behaviors were assessed (accelerometry; baseline and post) on a sample of 231 intervention, 120 control students from 16 different schools. The result of the study is that Multivariate analysis of covariance indicated that intervention teachers reported significantly more PA offerings during school (3.35 vs. 2.37) and that involve staff (1.43 vs. 0.90). Three-level, mixed model regressions (stratified by sex) indicated that students overall spent less time in MVPA and more time being sedentary during school, but the effects were significantly blunted among intervention students, especially boys.This study provides preliminary evidence for CSPAP professional development programs to influence school-level PA offerings and offset student-level declines in MVPA and increases in sedentary behavior.

Pisot R, Plevnik M, Stemberger V.(2014), Conducted the study that, “Regular quality physical education (PE) contributes to the harmonized biopsychosocial development of a young person--to relaxation, neutralization of negative effects of sedentary hours, and other unhealthy habits/behaviors. The evaluation approach to PE effectiveness provides important information to PE teachers and also to students. However, evaluating effectiveness of teaching, especially the effectiveness of teaching PE, is a difficult task, because PE is a constant process of enriching knowledge and developing skills, as well as having a possible impact on students' health and mental well-being. Many attempts to evaluate PE teachers' effectiveness exist in Slovenia, but currently, none are being implemented in the national PE curricula. As part of recent discussion on PE teaching effectiveness (McKenzie &Lounsbery, 2013; Rink, 2013; Ward, 2013), we share our views from a Slovenian perspective.

SanaeinasabH,et,al.(2014), This study was conducted to determine the impact of education using the Health Belief Model on preventing osteoporosis among female students. This interventional study (quasi-experimental) was performed on 45 female students aged 15-16 years old who resided in a town near Tehran. The females participated in a threeweek educational programme based on the Health Belief Model. The data collection instrument was a validated and reliable questionnaire in five sections: demographics, knowledge, Health Belief Model constructs, physical activity and consumption of foods containing calcium. The mean scores of students' knowledge were significantly different before and after the educational intervention ($P < 0.05$). The mean scores of some Health Belief Model structures changed significantly after the intervention ($P < 0.05$). Also post-intervention, physical activity increased ($P = 0.041$) but calcium intake did not. The use of an educational intervention on osteoporosis seems to improve knowledge and health beliefs and may positively impactphysical activity-related behaviour.

Washington (DC) (2013), Conducted the study that, “Physical inactivity is a key determinant of health across the lifespan. A lack of activity increases the risk of heart disease, colon and breast cancer, diabetes mellitus, hypertension, osteoporosis, anxiety and depression and others diseases. Emerging literature has suggested that in terms of mortality, the global population health burden of physical inactivity approaches that of cigarette smoking. The prevalence and substantial disease risk associated with physical inactivity has been described as a pandemic. The prevalence, health impact, and evidence of changeability all have resulted in calls for action to increase physical activity across the lifespan. In response to the need to find ways to make physical activity a health priority for youth, the Institute of Medicine's Committee on Physical Activity and Physical Education in the School Environment was formed. Its purpose was to review the current status of

physical activity and physical education in the school environment, including before, during, and after school, and examine the influences of physical activity and physical education on the short and long term physical, cognitive and brain, and psychosocial health and development of children and adolescents. Educating the Student Body makes recommendations about approaches for strengthening and improving programs and policies for physical activity and physical education in the school environment. This report lays out a set of guiding principles to guide its work on these tasks. These included: recognizing the benefits of instilling life-long physical activity habits in children; the value of using systems thinking in improving physical activity and physical education in the school environment; the recognition of current disparities in opportunities and the need to achieve equity in physical activity and physical education; the importance of considering all types of school environments; the need to take into consideration the diversity of students as recommendations are developed. This report will be of interest to local and national policymakers, school officials, teachers, and the education community, researchers, professional organizations, and parents interested in physical activity, physical education, and health for school-aged children and adolescents.

Nurse Pract. (2015),investigated that, “Canadian nurse practitioners' use of physical activity prescriptions is examined. Nurse practitioners use unstructured counselling techniques; have more opportunities with older adults; experience barriers; and want more education. Barriers are lack of time, lack of knowledge, and patient disinterest. Canadian resources are suggested to support physical activity prescriptions.

CHAPTER - III

METHODLOGY

As every research demands a systematic method and procedure likewise this chapter adopts the following procedures including information regarding research design, source of data, sampling method, selection of subjects, collection of data, criterion Measures etc. A research become successful accompanied and supported by some reliable and authentic data. The statistical analysis of the gathered data will provides a well-knit picture of a complete and successful hypothesis as pre-selected by the researcher. The chapter has been divided into the following headings:

- Source of data
- Selection of Subjects
- Sampling Methods
- Equipments used for collection of data
- Development of Questionnaire

SOURCE OF DATA:

For the present study the source of data will be selected from secondary schools consisting of students, parents and school management of district Nanded in Maharashtra state.

SELECTION OF SUBJECT:

The researcher will select 300 subjects from different secondary schools of Nanded district having physical education as a subject and schools not having the physical education as a subject.

SAMPLING METHOD:

The subjects will be selected by using simple random sampling method.

EQUIPMENTS USING FOR COLLECTION OF DATA:

1. The self made Information Blank will be used for collecting information about academic achievement of the students.
2. The self made questionnaire for measuring the attitude of subjects analysing with Likert-type scale will be used.
3. The standardised questionnaire of S.K Mangle's scale of emotional intelligence will be used.

The answers and replies to the questionnaire that will be recorded in a systematic way for the further tabulation. The answer sheet will be collected and recorded with the help of keys. The raw score will be recorded in each answer sheet.

DEVELOPMENT OF QUESTIONNAIRE:

By keeping in consideration,the present study and Hypotheses, the researcher had taken the study over, "**Role of Physical Education in Modern Educational System and its Impact on the Academic Achievement of Students. An Assessment of Secondary School Students.**"The self designed preliminary Questionnaire will be made with the help of guide and experts and standardised questionnaire of S.K Mangles scale of emotional intelligence will be used. After developing the Questionnaire the researcher will take a pilot study on students and will discuss with guide and experts about the required questions for testing the reliability and validity of the Questionnaire. Lastly

theQuestionnaire will be distributed to the subjects selected as the sample from secondary schools of Nanded district.

PILOT STUDY:

In the presence of investigator to avoid consultation with each other and to remove the doubts raised. No time limit will be fixed for filling in the questionnaire. The respondents gave their opinion on a five point scale ranging from strongly agreement to strongly disagreement. The items scored were as follows:-

(1) The favourable items were weighted as:-

Weighted scale value		
(a) Strongly agree	SA	1
(b) Agree	A	2
(c) Undecided	UD	3
(d) Dis-agree	D	4
(e) Strongly Dis-agree	DA	5

Validity: All possible statements that are relevant to physical education and Modern educational system will be collected from different sources and included in the questionnaire, it can be reasonably assumed to have content validity.

BIBLOGRAPHY

1. **Ajmer Singh et. al., (2008),***Essentials Of Physical Education,* Ludhiana: Kalyani Publishers, pp. 1-3.
2. **Assmann, Jan (2002),***The Mind of Egypt: History and Meaning in the Time of the Pharaohs.* p. 127.
3. **Aristotle.**
4. **Geoffrey Blainey; (2004),***A Very Short History of the World;* Penguin Books
5. **Anderson, D. (1989)**
6. **Carson RL, Castelli DM, (2014),***Impact of trained champions of comprehensive school physical activity programs on school physical activity offerings,* youth physical activity and sedentary behaviors. Dec;69,.2014.08.025. Epub 2014 Aug 23.
7. **C.A. Boucher.**
8. **Dewey, John (1916/1944),***Democracy and Education*. The Free Press. pp. 1–4
9. **Dryden EM, Desmarais J, Arsenault L.(2014),** Dec; *Effectiveness of the IMPACT:Ability program to improve safety and self-advocacy skills in high school students with disabilities*. 84(12):793-801.
10. **Ibid. pp.11.**
11. **Harry Crow Buck.**
12. **Mahatma Gandhi.**
13. **Nurse Pract. (2015)** Feb 15; *Physical activity prescriptions in healthy populations:* Resources for Canadian nurse practitioners. 40(2):45-54.
14. **Pisot R, Plevnik M, Stemberger V.(2014) Jun**;.*Effective teaching in physical education: Slovenian perspective.* 85(2):153-6
15. **Pangrazi, Robert (2007).**
16. **RavinderNath Tagore**

17. **Sanaeinasab H, Tavakoli R, Karimizarchi A(2014),** Jan 9; *The effectiveness of education using the health belief model in preventing osteoporosis among female students.* 19 Suppl 3:S38-44.
18. **Trembarche P(2007)**
19. **Washington (DC):(2013),** Oct. *Educating the Student Body: Taking Physical Activity and Physical Education to School.* Committee on Physical Activity and Physical Education in the School Environment; Food and Nutrition Board; Institute of Medicine;

Chapterisation

The contains of the present study will be as under

Chapter I	Introduction
	1. Problem
	2. Objectives
	3. Hypotheses
Chapter II	Review of Literature
Chapter III	Methodology
	1. Variables
	2. Research Design
	3. Sample
	4. Tools
	5. Statistical Analysis
Chapter IV	Result and Discussion
Chapter V	Summary and Conclusion
Biblography	
Appendixes	

Research Guide **Research Student**

Dr. V. N. Ganacharya **Farhath Hamid**